


## SAS® EVAAS®

SAMPLE SCENARIOS FOR ROSTER VERIFICATION

SPRING SEMESTER 2014-2015

The examples in this document are provided as guidelines for claiming instructional responsibility in EVAAS Roster Verification. Figure 1 below shows a sample roster. Users enter percentages of instructional responsibility in two columns: **Student + Teacher Assignment** and **Your % of Instruction**. This document describes how to determine what to enter in each column in a variety of instructional situations.

Figure 1: Sample Roster in EVAAS Roster Verification

<div> <span>+ Add Student</span> <span>✕ Remove Student</span> </div>						
	Student	Student ID	Instructional Responsibility			Edits
			Student + Teacher Assignment	Your % of Instruction	Total	
1	Mark Jones	1234	100 %	50 %	50.0%	
2	Ashley Smith	9876	100 %	100 %	100.0%	

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## Section 1: Student + Teacher Assignment

**Student + Teacher Assignment** is the percentage of the semester or school year when the student is enrolled in the teacher's class or assigned to his or her caseload.

Initially, for most regular classroom teachers and some instructional support teachers, this column contains the same values that were in PowerSchool. NCDPI provides worksheets to help users determine the correct percentages for **Student + Teacher Assignment**. These worksheets are helpful in situations such as:

- a teacher who began teaching in the district after the year had started
- a student who was identified for support services during the school year
- a student who moved from one teacher's class to another during the school year/semester

To figure out the percentage of the semester or school year the student has been assigned to a teacher:

1. Download the worksheet for either year-long or semester-long courses from the [EVAAS login page](#).
2. Determine which day of the semester or school year the student was enrolled or began receiving instruction from the teacher.
3. In the worksheet, find that day in either the first or third column, depending on how many days are in your semester or school year.
4. Read one column to the right to find the percentage you should use.

For example, if the student started school on the tenth day in a 185-day school year, the worksheet indicates the **Student + Teacher Assignment** should be 95%.

**Figure 2: Student + Teacher Assignment Worksheet for Year-Long Classes**

Day in 185-day School Year	Student + Teacher Assignment	Day in 180-day School Year	Student + Teacher Assignment
1	100%	1	100%
2	99%	2	99%
3	99%	3	99%
4	98%	4	98%
5	98%	5	98%
6	97%	6	97%
7	97%	7	97%
8	96%	8	96%
9	96%	9	96%
10	95%	10	95%
11	95%	11	94%
12	94%	12	94%

## Section 2: Your Percentage of Instruction

Use **Your % of Instruction** to account for situations when more than one teacher is claiming instructional responsibility for a student in a tested subject.

To determine **Your % of Instruction**, divide the teacher's minutes of instruction by the minutes of total instruction possible. Convert the value to a percentage.

$$\text{Your \% of Instruction} = \frac{\text{Minutes responsible for instruction}}{\text{Minutes of total instruction possible}} = \text{Value entered in the roster}$$

- **Minutes responsible for instruction** is the total number of minutes that an individual teacher was responsible for a student's instruction.
- **Minutes of total instruction possible** is the total number of minutes of instruction for the subject provided to the student. Depending on the number of teachers providing instruction to a student and the delivery schedule of the instruction, you might want to calculate the total minutes of instruction possible within the day, week, month, or year.

## Two or More Teachers in a Team-Teaching Situation

### ***Scenario 1: Classroom teachers departmentalizing for instruction***

Two elementary school teachers team-teach. One teaches all students reading/language arts; the other teaches all students math.

Process: The reading/language arts teacher would claim 100% in the **Your % of Instruction** column on the reading roster and the math teacher would claim 100% in the **Your % of Instruction** column on the math roster.

### ***Scenario 2: Classroom teachers regrouping and teaching all students on a grade level***

Three sixth-grade math teachers team-teach. They share students throughout the year, grouping and regrouping for instruction based on pre-testing at the beginning of units.

Process: Each of the three math teachers would list all of the sixth-grade students on his/her roster and claim 33% of the responsibility for each student's math instruction in the **Your % of Instruction** column.

## Classroom Teacher and Specialist Co-Teaching

### ***Co-teaching Definition***

*"Teachers collaborate on all instructional decisions and share all aspects of instruction for students in their class."* (adapted from Friend, 2008)

If a teaching situation meets this definition, each teacher claims partial instructional responsibility for all of the students in the classroom.

### ***Scenario: Co-teaching***

An EC teacher\* and a regular classroom teacher plan and implement instruction for all students in a Math I course.

Process: The classroom teacher claims 50% for all of the students in the classroom. The EC teacher creates a roster with all students in the classroom and claims 50% for all of the students in the classroom (not just those on her caseload) in **Your % of Instruction**.

\*Also applies to AIG, ESL, and other support teachers

## Specialist Instructing Students in the Regular Education Classroom: Push-In

### ***Push-in Definition***

Identified students receive additional instructional support provided by one or more specialists within the regular classroom environment. The specialists provide instruction to specific students and might or might not engage with and/or assist other students.

If a teaching situation meets this definition, all teachers claim partial instructional responsibility for the identified students. The classroom teacher claims full instructional responsibility for students in her classroom who are not identified for additional support services in this content area.

**Scenario: Push-In**

An ESL teacher\* and a regular classroom teacher provide instruction to a group of students within the English Language Arts classroom. The ESL teacher works with the students on her caseload and may engage other students in the classroom as well. However, the ESL teacher is not responsible for the planning and delivery of instruction to students not on her caseload.

Process: In Roster Verification, each teacher claims 50% for the students they share (the students in the classroom on the ESL teacher's caseload). The classroom teacher claims full instructional responsibility for students in her classroom who are not identified for ESL services in this content area.

\*Also applies to AIG, EC, and other support teachers

Note: If the services provided by the specialists support an area other than the content area being assessed, then Roster Verification is not needed.

**Specialist Providing Additional Support outside the Regular Classroom: Pull-Out****Pull-out Definition**

Identified students receive additional instructional support provided by one or more specialists in a setting outside the regular classroom environment.

If a teaching situation meets this definition, teachers each claim partial instructional responsibility for those students. The classroom teacher claims full instructional responsibility for the other students in her classroom who do not receive additional instructional support.

**Scenario: Pull-out**

A student receives math instruction in the regular classroom setting. In addition, the AIG teacher\* provides math instruction to the student outside of the regular classroom setting.

Process: The first step in calculating the percentage of instruction is to add up the total minutes of math instruction possible.

The regular classroom teacher instructs the student in math for 90 minutes a day (90 min x 5 days = 450 min per week).

The AIG teacher provides 45 minutes of math instruction outside of the classroom 3 times per week (135 min per week).

The total math instruction provided per week is 450 minutes + 135 minutes = 585 minutes.

The regular classroom teacher calculates 450 minutes (her instructional minutes) divided by 585 minutes (total instructional minutes possible) and determines her percentage was 77%. ( $450 \div 585 = .77$ ) She enters 77% in the **Your % of Instruction** column.

The AIG teacher calculates 135 minutes (his instructional minutes) divided by 585 minutes (total instructional minutes possible) and determines his percentage was 23%. ( $135/585 = .23$ ) He enters 23% in the **Your % of Instruction** column.

Together the teachers claimed 100% instructional responsibility for the student

77% (regular classroom teacher) + 23% (AIG teacher) = 100%.

\*Also applies to EC, ESL, and other support teachers

**Multiple Specialists Providing Push-in & Pull-out Services Plus Regular Classroom Instruction**

A student receives 60 minutes of math instruction from the regular classroom teacher daily. His ESL teacher provides push-in services during math three times per week. In addition, the student receives one hour once a week of AIG math instruction.

Process: The first step in calculating the percentage of instruction is to add up the total minutes of math instruction possible.

The regular classroom teacher instructs the student in math for 60 minutes a day (60 min x 5 days = 300 min per week).

The ESL teacher provides math instructional support three days per week, but it is during the classroom period, not additional math time, so no additional minutes are added in this total instruction calculation.

The AIG teacher provides 60 minutes of math instruction outside of the classroom one time per week (60 min per week).

Therefore, the student is provided 300 minutes per week (in the classroom by the regular classroom teacher and the ESL teacher) + 60 minutes a week (outside of the classroom from the AIG teacher) for a total of 360 minutes per week of math instruction.

***To complete the percentage for the regular classroom teacher***

- The regular classroom teacher provides math instruction alone for two days per week (two days per week x 60 minutes per class = 120 minutes of instruction provided alone).
- She shares responsibility for instruction with the ESL teacher three days of the week so she claims 50% for those three days of instruction (three days per week x 60 minutes per class = 180 minutes. 180 minutes/two teachers at 50% = 90 minutes).
- The regular classroom teacher adds up the minutes of instruction she is responsible for and divides by the total minutes of instruction the student receives per week (360 minutes):
  - 120 minutes + 90 minutes = 210 minutes of instruction claimed by the classroom teacher
  - 210 minutes claimed by the regular classroom teacher divided by 360 minutes of math instruction possible for the student per week = .58.
  - She enters 58% in the **Your % of Instruction** column for the student.

***To complete the percentage for the ESL teacher***

- The ESL teacher provides instructional support to the student in the regular classroom setting three days a week for a total of 180 minutes per week.
- She shares responsibility for instruction with the regular classroom teacher on these days so she claims 50% responsibility for that time (three days x 60 minutes = 180 minutes. 180/2 = 90 minutes).
- The ESL teacher takes the minutes she is responsible for and divides by the total minutes of instruction the student receives per week (90 minutes claimed by the ESL teacher divided by 360 minutes of math instruction possible for the student per week = .25).
- She enters 25% in the **Your % of Instruction** column for the student.

***To complete the percentage for the AIG teacher***

- The AIG teacher provides instructional support to the student one day a week for a total of 60 minutes per week.
- He takes the minutes he is responsible for and divides by the total minutes of instruction the student receives per week (60 minutes claimed by the AIG teacher divided by 360 minutes of math instruction possible for the student per week = .17).
- He enters 17% in the **Your % of Instruction** column for the student.

The percentage of instructional responsibility for the student's math instruction claimed by the three teachers totals 100% (classroom = 58%; ESL = 25%; AIG = 17%).

### Calculations for Approved Extended Teacher Absences

Below are the guidelines for when a teacher has a large number of approved absences. The extended teacher absences should be reflected in the Roster Verification calculations when the absences reach:

- 20 or more consecutive days in a year-long calendar
- 10 or more consecutive days in a semester block schedule
- 36 or more non-consecutive days in a year-long calendar
- 18 or more non-consecutive days in a semester block schedule

#### ***Scenario 1: Approved Extended Absences – teacher and substitute***

A teacher teaches a 60 minute language arts class in a middle school. She was away for 25 days during the year on approved family leave. A substitute teacher covers her classes during this time.

Process: The first step in calculating the percentage of instruction to attribute to each teacher is to add up the total minutes of ELA instruction possible for the student. In this example, the student does not receive additional ELA instruction outside of the regular classroom 60 minute period. (185 days of instruction x 60 minutes of ELA = 11,100 minutes of ELA instruction possible).

Next the teacher determines how many minutes someone else provided the instruction to the students in her absence. In this example, the teacher was gone for 25 consecutive days and each class period was 60 minutes. (60 minute period x 25 days = 1,500 minutes). Someone else provided instruction to the students for 1,500 minutes.

The teacher then subtracts the minutes someone else provided the instruction to her students from the possible instructional minutes to determine how many minutes she provided instruction (11,100 possible minutes of instruction – 1,500 minutes someone else provided the instruction = 9,600 minutes the teacher claims for instruction).

The teacher divides the minutes she provided instruction by the total possible instructional minutes to get the percent of instruction (9,600 minutes claimed by the teacher divided by 11,100 possible minutes of instruction for the year = .86).

The teacher enters 86% in the **Student + Teacher Assignment** column.

Since Roster Verification is not applicable to substitutes, the teacher is the only individual claiming instructional responsibility, and some students will be underclaimed (less than 100% instructional responsibility). In situations such as these, it is acceptable for students to be claimed for less than 100%.

#### ***Scenario 2: Approved Extended Absences when multiple teachers share instructional responsibility***

A fifth grade student receives 60 minutes of math instruction per day in the regular classroom. The student's teacher was away on family leave for five weeks. He also receives additional math academic vocabulary support from the ESL teacher two days per week for 30 minutes in the ESL room. This support started November 1. The student began receiving EC services for 30 minutes a day in math on January 9th.

Process: The first step in calculating the percentage of instruction to attribute to each teacher is to add up the total minutes of math instruction possible for the student.

Classroom: 185 days of instruction x 60 minutes of math = 11,100 minutes of instruction possible.

The teacher adds up the total number of minutes when she was out for an extended period and someone else provided math instruction to the student. (60 minutes x 25 days = 1,500 minutes)

The teacher subtracts the time someone else (substitute) provided instruction to her students from the total minutes of math instruction possible.

11,100 (instructional minutes possible) – 1,500 (minutes provided by someone else due to her absence) = 9,600 minutes (minutes attributed to the teacher).

The teacher adds the additional math support the student received from the ESL teacher. The student started receiving services from the ESL teacher on November 1 (week 11 of 37). (60 minutes per week x 26 weeks = 1,560 minutes of additional support provided by the ESL teacher).

The teacher adds the additional math support provided by the EC teacher beginning in January (30 minutes per day x 5 days per week = 150 minutes per week. 150 minutes per week x 20 weeks remaining in school year) = 3,000 minutes of additional math instruction from the EC teacher.

Math teacher	9,600 minutes
ESL teacher	1,560 minutes
EC teacher	3,000 minutes
Substitute	1,500 minutes (when the teacher was away on family leave)
15,660 total minutes of math instruction provided	

***To complete the percentage for the regular classroom teacher***

The regular classroom teacher divides her minutes of instruction by the total number of minutes the student could have received math instruction to arrive at her % of Instruction (9,600 minutes of instruction/15,660 minutes of instruction possible = .61).

She enters 61% in **Your % of Instruction**.

***To complete the percentage for the ESL teacher***

The ESL teacher divides her minutes of instruction by the total number of minutes the student could have received math instruction (1,560 minutes of instruction/15,660 minutes of instruction possible = .10).

She enters 10% in **Your % of Instruction**.

***To complete the percentage for the EC teacher***

The EC teacher divides her minutes of instruction by the total number of minutes the student could have received math instruction (3,000 minutes of instruction/15,660 minutes of possible instruction = .19).

She enters 19% in **Your % of Instruction**.

The total claimed by the three teachers was 90%. This is less than 100% due to the instruction provided by the substitutes during the classroom teacher's extended absence. Substitutes do not participate in Roster Verification and therefore the remaining 10% of instructional responsibility goes unclaimed.